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ABSTRACT

A collection of creative, imaginative, classroom activity units designed for grades K-4 is presented. Using a multicultural approach, each unit is to be utilized in teaching various subjects such as language arts, mathematics, music, science, social studies, and home economics. Each section includes a source for creative ideas to enhance learning; an activity sheet; an "open-ended ideas" list of approaches; and a cultural activity segment. A brief list of resources for each segment is provided. Examples of the material are: a multicultural mathematics puzzle for children to solve using Egyptian numerals; adding and subtracting problems using the Attic-Greek numerical system; Japanese optical and geometrical art; and a French puzzle using 28 dominoes. (NL)

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MULTICULTURAL EDUCATION RESOURCE BOOK

K-4

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MANITOBA EDUCATION, 1989

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HOME ECONOMICS

costumes

Colour the pictures...

Perhaps use this opportunity to highlight different colours or to highlight the country of origin of these types of national dress.

PERU

Italy

SOURCE:

Everix, Nancy. More Windows to the World: A Good Apple Activity Book for Grades 2 - 8, Good Apple, Inc., 1985.

fettuccine

MOTIVATION

1. Discuss:

- Identify a number of main courses.
- Inform the students that the class will be preparing a number of main courses that originated in various countries.

The following is one of many you can experiment with.

MATERIALS

¼ stick (55 gms) butter (room temperature)
¼ cup (25 ml) heavy cream
½ cup (50 ml) grated Parmesan cheese
6 quarts (5.0 l) water
1 Tbsp (15 ml) salt
12 ounces (350 gms) fettuccine (egg noodles)

PROCEDURE

* Children assist in the preparation of fettuccine by measuring ingredients and stirring.

- Cream butter
- Stir in cream
- Add cheese
- Boil water in a large pan
- Add salt and noodles and stir gently
- Cook uncovered for 8 minutes
- Drain
- Add butter/cheese mixture
- Stir until all noodles are covered
- Pour into large dish

SERVE

SOURCE:

Should We Share With Others?: A Multi-Cultural Unit for Grade One, Edmonton Public Schools, Creative Teaching Press, Inc. California. 1980.

time lines

Place a length of masking tape on the floor; or place a length of coloured string where all the children can see it; or draw a long line on the chalkboard. Tell the children that it represents their life from birth to the present. Divide the line into the number of years it represents. Mark each year on the time line. Have the children suggest one major event that would be common to all children for each year represented.

Have each child illustrate experiences from the past and place them at appropriate places on the time line. Discuss and help the children perceive that they have many experiences in common at each stage. Younger children will work cooperatively and produce a six-, seven-, or eight-part collage. Older children may make individual, illustrated time lines.

Collect verses and rhymes related to age. Have children make up simple verses beginning "When we are one", or "When we are two", or "When we are six".

Extend the activity by looking at the experiences common to teenagers, adults, and old people in the family groups. Use role playing.

Summarize by discussing experiences common to all people in a lifetime.

SOURCE:

Multiculturalism in Action: Curriculum Ideas for Teachers, Minister of Education, Hon. Thomas L. Wells, Ontario, 1977.

OPEN-ENDED IDEAS

1. Have children smell and feel various spices. Discuss why, when and how spices are used. From where do they come? Begin a spice collection or start a herb planter to grow special cooking herbs.

2. Discuss cooking utensils and menu preparation, e.g., the traditions and manners in various countries, past and present. Children can model utensils in clay. Older children may discuss Boy Scout camping utensils or techniques for survival in the bush.

3. Arrange for demonstrations and discussions of the rituals connected with serving food when ethnic meals are presented in the setting of the home culture. If children are to be allowed to taste, ascertain ahead of time any comflicting cultural taboos.

4. Begin a class collection of greetings or words said before and after meals in different cultures. Collect proverbs connected with food and food preparation.

5. Children can visit ethnic restaurants to find out about the adaptation of food preparation and customs in Canada, for example, how certain traditional dishes have been adapted because of the unavailability of particular ingredients in Canada, or how customs associated with certain festivals have been changed because the weather is different here.

6. Children learn how important a part food plays in celebrations by selecting a special occasion, such as a wedding, a harvest thanksgiving, a birthday or name day, and researching the customs associated with it.

7. Pretend that the classroom is a country of giants, or spacemen or elves. Choose a day to celebrate. Make up a fantastic menu - no foods already known to present members of the class are permitted.

8. Older children may enjoy looking at the diverse ways both past and present, of preserving food, or looking at food rituals and religious concepts such as communion.

9. The universality of a form of "daily bread" such as rice, pasta, portatoes, corn, or tortillas, could be expanded into research for older children.

10. Plant food of various kinds may be fed to some of the plants in the classroom in varying amounts. Children observe the results and discuss the implications for nutrition.

OPEN-ENDED IDEAS (Cont.)...

11. Ask students to select and read library books depicting family life in a variety of cultural settings.
    - discuss ways that the behavior of various characters in the stories were influenced by family customs or traditions.
    - compare the customs and traditions of your own family with those of the fictional characters.
    - trace the origin of individual family customs or traditions and report findings to the class. Make use of personal interviews, reference materials, and audiovisual resources.

12. Establish the idea that family traditions are passed on from one generation to another. Encourage students to discuss examples of traditions which they share with other family members.

13. Permit children to work individually or in small groups to "create" a family tradition to be passed on to future generations.

14. Record student descriptions of the word "family" on the chalkboard. Ask students to compare their descriptions with dictionary definitions.

15. Discuss symbols that often lead to stereotyping of cultural groups. Examples: Dutch -- wooden shoes; Inuits -- igloos; Americans -- cowboys.

16. Ask students to collect magazine pictures of family life in many ethnic or cultural settings. To show contrast between the past and the present, encourage students to search for pictures in textbooks that show social changes in the cultural groups.

17. Display or project pictures of people from various cultures and times in history.

18. Wear an article of clothing, unusual for you, to another class. Record and share comments and reactions of others and your own feelings.

19. Examine cultural variations in housing (Danish homes, Mexican homes, Canadian homes, etc.)

20. Research and prepare a report about the influence of religion on dietary habits. Interview a Hindu, Orthodox or Reform Jew, Mormon, Seventh Day Adventist, Buddhist, etc.

21. Prepare a favourite food. Determine the basis for food preference, considering availability, taste, odor, testure, nutritive value, etc.

RESOURCES FOR OPEN-ENDED IDEAS:

Items 1 - 10

Multiculturalism in Action, Minister of Education, Hon. Thomas L. Wells, Ontario. 1977

Items 17 - 21

Home Economics Curriculum Guides, Grades 10 - 12. Manitoba Education. 1982.

Items 11 - 16

Incorporation Multicultural Education Into the Curriculum, Grades Four Through Eight, Los Angeles Unified School District, 1981.

LANGUAGE ARTS

"Language Arts is a subject area that presents many opportunities for designing instruction that is multicultural."

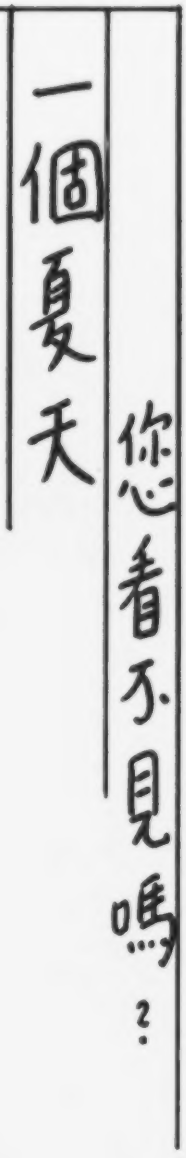
(Baker:1983:148)

CHINESE POETRY

This activity may be introduced by discussing ways in which people communicate. Guide the discussion so that the class will focus on forms of written communication.

Have the students name several different languages including Chinese. Continue the discussion with some ways in which English differs from Chinese. The fact that there are several dialects including Mandarin within the Chinese language should be noted. Discuss ways in which Chinese and English are similar; for example, both consist of many dialects and both are forms of communication. Introduce the term pictographs (pictures for writing) and encourage the students to use the new terms in their comparisons between the two languages. Build into the discussion the following facts:

- The Chinese began developing their writing system more than 3,5000 years ago.
- Pictographs are also referred to as characters.
- There are 50,000 characters in the Chinese writing system.
- All of the people living in China use the same writing system and this helps to unify or bring them closer together.
- Not all Chinese pronounce the symbols in the same way and therefore there are many dialects in China.
- Chinese poets generally write their poetry in Chinese.



Read two Chinese poems to the class, in English, A Summer Day by Li Po, and show the class how the poems look written in Chinese (see right). These poems may be found in Do You Not See edited and adapted by Sally F. Nichols.

Reread the poems to the class and ask them what the poems are about. Summarize the discussion with the idea that many Chinese poems are about nature because nature is very important to the Chinese.

Source: Baker, Gwendoly, C. Planning and Organizing for Multicultural Instruction. Addison-Wessley Publishing Company. 1983.

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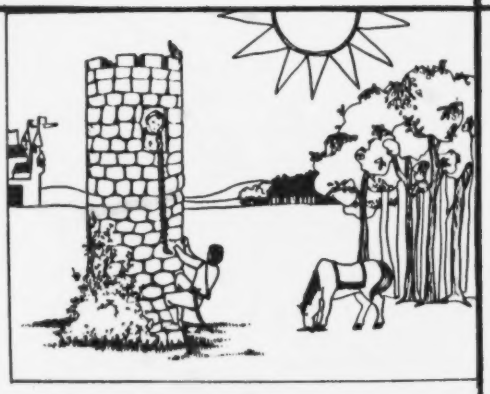
poetry: an introduction

This activity is designed to expose the students to various kinds and types of short verse. The First Book of Short Verse by Coralie Howard is a useful book to read for the purpose of introducing students to various forms of poetry. This book also contains poetry written by people of all ages and from several and cultural groups. The following list suggests poems that may be read to the class; it also contains information about each poem that should be shared and discussed with the students.

- Poems that are examples of free verse written by very young children: "Drowsyhead at Night," "Night By The Fire," "City Nights," "Grow and Grow," and "Mountains."
- An example of tanka, a form of Japanese poetry that consist of five lines: "Tanka".
- Poems written by Indian children: "Silence in Camp" and "Locust Song."
- An example of cinquain, an American form of poetry that resembles the Japanese tanka: "The Grand Canyon."
- Poems written by black poets: "The Unknown Colour" and "Mexican Market Women."
- Examples of haiku, a form of Japanese poetry that consists of seventeen syllables in three lines(5-7-5): "Poppies," "Foxes Playing," "Fiddler Crabs," and "The Heron."

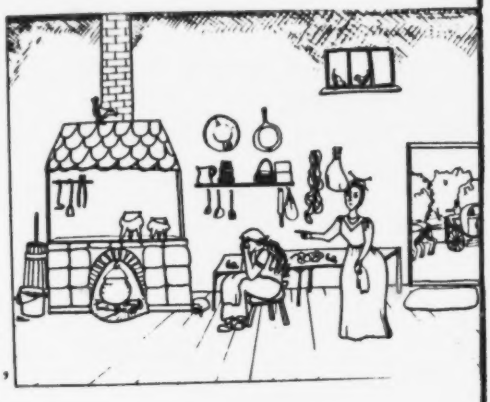
Resources: Adshead, Gladys L. and Duff, Annis. An Inheritance of Poetry. Cambridge, MA: Houghton Mifflin, 1948.
Ferris, Helen. Favorite Poems Old and New. New York: Doubleday, 1957.

MULTICULTURAL FAIRY TALES



One way to examine labeling is through the use of the story "Master of All Masters" where the master tells the maid-servant what she must call everything. The story carries labeling to extremes and is a humurous way to begin a discussion of how we name groups as things. Your class could develop a dictionary of words that are used as labels. Explore the different connotations that result from differences in age, culture, or ethnic background. For example, how do different groups use the words chicken, yellow, and trash. This list can be an ongoing activity that is used from time to time throughout the semester or year. As words are brought to the class's attention through television, newspapers, or texts, add them to the list and discuss how and why we label people and things.

Use folk and fairy tales to instigate activities about how people change. The prince was changed from a frog into a handsome character because someone cared for him and showed him love. Cinderella became a princess because she was given an opportunity. The animals in "The Bremen Town Musicians" were able to perform an exciting task and found acceptance and acclaim, even though their masters thought them old and not serviceable any longer. Ask your class to find examples in real life of people who overcame great odds but found success and acceptance. How many of these examples represent minority student members? Do minorities have better opportunities today? Do students feel better when they are accepted and, thereby, their actions when they are loved?



A good source to use is The Arbuthnot Anthology of Children's Literature, revised edition, 1961, published by Scott, Foresman and Co,

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Source: Pasternak, Michael G. Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies, Research Press, Company, Illinois, 1979.

the origin of folklore

Introduce the story of Anansi the Spider by reviewing with the students the names of the continents. Using a map of the world, point out the continent of Africa as the place of origin of this folktale. Furthermore, point out the West Indies, a place where the tale has been kept vibrantly alive during the past centuries. The students should be aware that as there are many countries within the country of Africa, there are many countries that make up the West Indies.

Encourage students to suggest ways of helping to preserve a story and lead them to examine the possibility of passing tales from one generation to another through drawings and creative writing.

Before the story is read, discuss with the students the different kinds of folklore, folktales as stories that have been handed down through the years, and various ways that stories can be preserved both in oral and written form.

Two excellent sources for Anansi stories are:

McDermott, Gerald. Anansi The Spider. New York: Holt, Rinehart & Winston, 1972.

Sherlock, Philip. West Indian Folk Tales. New York: Oxford University Press. 1981.

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Reference: Baker, Gwendoly, C. Planning and Organizing for Multicultural Instruction. Addison-Wesley Publishing Company, Inc. 1983.

once upon a happy ever after

Folktakes are common to all cultures. They provides teachers with an entertaining, yet enlightening, mechanism to encourage class discussion of many social problems. For instance, folktales give many examples of the value of not judging people by their looks, but by their character. The false maid in "The Goose Girl", the powdered fox in the "Fox and Seven Kids", and the frog in "The Frog Prince" are some examples of mistaken looks. These kinds of stories are opportunities to make analogies to humans who are misjudged because of their looks. Discuss how people are sometimes wrongly "lumped" together because of the colour of their skin, or their dress, or hairstule. Examine advertisements and story illustrations to find examples of exterior characteristics that are supposed to represent good or bad character (like the black leather jacket). Use some examples from the students' favourite television productions.

Another activity related to common elements found in folktales involves the similarity of story plot. There are over three hundred variations of Cinderella. The story of a runaway is depicted in "Henny Penny", "The Pancake", and "The Gingerbread Boy". The mischievous imp in "Tom Tit Tot" is the same as in "Rumplestilskin". Let your students explore possible causes of these similarities. Have them find other examples of stories from different cultures with common themes. Why would Anasi, the Spider Man, have a similar experience to B'rer Rabbit and the Tar Baby? Anasi is a storyteller found in Jamaican lore and B'rer Rabbit evolved through Joel Chandler Harris in the Georgia lowlands. What common human characteristics are indicated by these and other stories?

For a different approach, let your class write a story from the viewpoint of the outcast or evil character. For example, write the wolf's story as he would see the three pigs, or the evil characters of T.V.'s Charlie's Angels, or the witch and her problems in "Hansel and Gretel". You could expand this activity into a "Meeting of Misfits" in which the class discusses how the misfits could improve their public image - perhaps through a media compaign. Let the class brainstorm.

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SOURCE: Pasternak, Michael G., Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies, Research Press Company, Illinois, 1979.

open ended ideas

1. Encourage the students to suggest ways of helping to preserve a story and lead them to examine the possibility of passing tales from one generation to another through drawings or creative writing,

2. Show the filmstrip "Myths" to explain the characteristics of myths through a discussion of the various kinds of Greek mythology. Help the students to compare the differences between Greek mythology and Eskimo myth Sedna.

   (McDermott, Geoffrey. African Mythology. New York: Viking Press, 1975.
   Filmstrip: "Myths": Literature for Children Series". Series 3.
   Verdugo City: Pied Piper Productions)

3. Introduce a story each day during the week from a different ethnic group. Compare cultural characteristics of the tales.

4. Analyze different types of advertisement so as to identify components relevant to multiculturalism.
   e.g. pictures in the ads: are they of visible minorities or not?
   what ethnic group are ads advertising to?
   general economic level being addressed, etc.

5. Have students write newspaper articles about issues around the world. Each student could perhaps adopt a country for a set time period and report on that country. The articles could be combined to create an international newspaper. Suggestions for topics could be:
   Indian caste system
   African separation
   the Middle East conflicts
   white Turkey , etc.

6. Look at common names in a particular language. Where applicable, talk about name equivalents (i.e. Joe - Jose) . Make a list of boys' and girls' names and ask each student to choose a new name. Encourage the students to refer to one another using their new name. After a day or so ask them discuss several questions related to the following:
   Were you embarrassed when others outside the class heard your new name?
   Did anyone make fun of you?
   Have you ever heard someone made fun of because of his/her name? How do you feel about that?
   How do we help people to respect and value different names?

7. Time to have some fun with a language! Transform your room into a foreign language dictionary. Make color and number charts in the language your're studying. Label everything in the room (chairs, desks, tables, record player, floor, lights, etc.) with foreign names. Ask the kids what new language words

they would like to know. Make charts with the English and the foreign language word. Make other charts dealing with common phrases such as "how are you," "where is," "goodbye." Don't stress memorization. Leave the charts up so, as the students experiment with using the language, they can easily find the words they want. Play tapes and records of thelanguage so they can get a better idea of pronunciation and accent. Be certain to note similarities to words in English (i.e. blue - bleu). Discuss slang usage and how what we say might often be confusing for someone who had learned language and use it whenever they can instead of English. Their self-esteem is going to soar as other members of the school hear them saying words in a different language.

8. Encourage students to read some literature segments that are written in dialects. George Bernard Shaw, Robert Burns, Bret Harte, Joel Chandler Harris, Mark Twain, and Richard Chase's Jack Tales are some possibilities. Examine these selections for expressions. What do sayings reveal about people? How can you figure out a lot about a person's life by hearing words they use in their expressions? Can you tell if people live on a farm! Or if they watch a lot of television?

9. Enact a commercial that would appeal to only one ethnic group. Recreate the same commercial so that it would appeal to a diverse audience.

10. Pair off students into pairs of opposites. Use every criterion you can think of to make the opposite distinctions... height, weight, number of brothers/sisters, genetic characteristics, etc. Each student is to make a book about the person with whom they have been paired.

11. This activity focuses on similes. It is a creative and divergent thinking activity for promoting self-understanding, classroom relationships, and cultural awareness.

    Explain to your students the idea of simile development: "a figure of speech by which one thing, action, or relation is likened to or compared with unlike things." The word like or as usually is included in the expression. Discuss simile construction and write some examples on the blackboard. Stimulate students to contribute their own or perhaps complete some stems which you have listed such as these:

    Sly as a fox,_____
    Soft as _____
    Bouncy as jello,_____
    Like kites in the air,_____
    _____ as a kitten

    As your students to discuss and evaluate their responses. Your explanation of similes should include comments about how some similes are culturally related or culturally stereotypical. Examples being:

    As brave as an Indian,_____
    _____ as an Eskimo

Open Ended Ideas (Cont.)

Discuss the dangers and failures of stereotyping. One extension of this may be the acting out or demonstration of similes (as a game of charades). Viewers of simile demonstrations would attempt to identify the idea.

Another extension would direct students to write similes about themselves. The writers would then choose a friend and write a simile for them. All similes could be shared with the entire class at this point.

12. The legends of our native peoples are full of references to creation. It would appear from this that myth-making can be a religious or spiritual experience. Examine this theory and prepare arguments for class discussion.

13. The Maritimes are rich in traditional folklore. Cite several reasons for this. Discuss events and characters in your own area about which folktales have grown or could be created.

14. Write the Chinese symbols for the following words on the board one by one: man, woman, child, moon, sun, bright.
Have the students volunteer to write the numbers 1 - 10 on the board from a prepared chart that may be displayed. Once the class appears to have grasped the obvious differences between the two writing systems (Chinese and English) begin a discussion on how a poem in Chinese might appear.

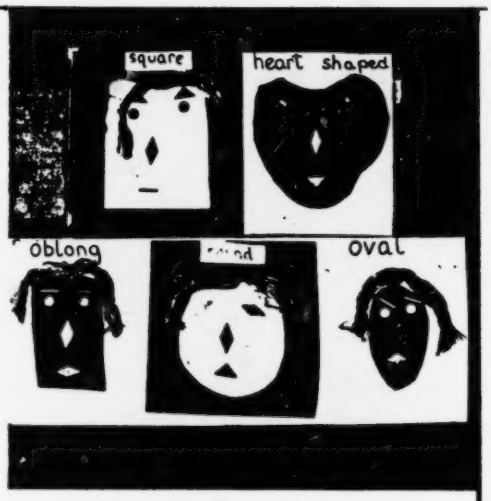
15. Although we usually think of myth and legend as pertaining to classical times, there is little difference in fundamental meaning and purpose between classical and modern myth. Examine definitions of the terms from several sources, and apply them to two or three of the native myths.

MATH

"... [S]ome ways in which the heritage of the component cultures of our multicultural society can contribute to the richness of a mathematics curriculum"

(Craft:1984:115)

SHAPES



Look closely at the faces of some of your friends. Do any two of them have the same shape nose? List all the ways in which these faces differ.

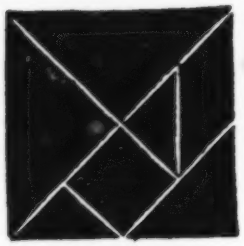
Draw some profiles and some full-face view of your friends. Try them out on members of the class. Can they tell who is who? You can often get good silhoutes in the beam of light from a projector. These are relatively easy to draw round. Can you classify the shapes of faces in your class? How many are:

round
oval
square
oblong
heart-shaped?

Collect baby pictures of children in the class. In which ways have the faces changed?

SOURCE: Ourselves Stages 1 & 2: A Unit for Teachers; Schools Council Publications, New York, 1973.

TANGRAM



The geometric puzzle known as the "tangram" originated in China centuries ago. Tangrams became known in the Western world during the nineteenth century and have become popular among both children and adults.

In addition to this perfect square forming such other geometrical figures as a rectangle, a parallelogram, a trapezoid, and a triangle, other interesting designs can be created. Only imagination limits the quantity and quality of designs one may create with the "tans". The following are a few suggestions:

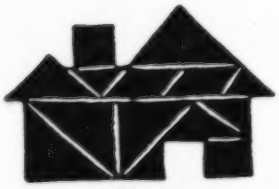
(NOTE: Two tangrams are needed to solve these puzzles.)

a man pushing a wheel-barrow

人 小車

the British lion

獅子



a house

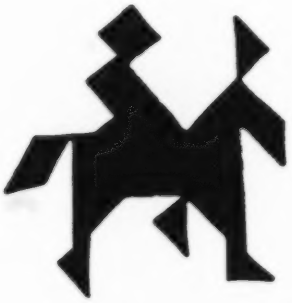
房屋

a dog

狗

a horse

馬



a boy riding a donkey

小孩子 騾子

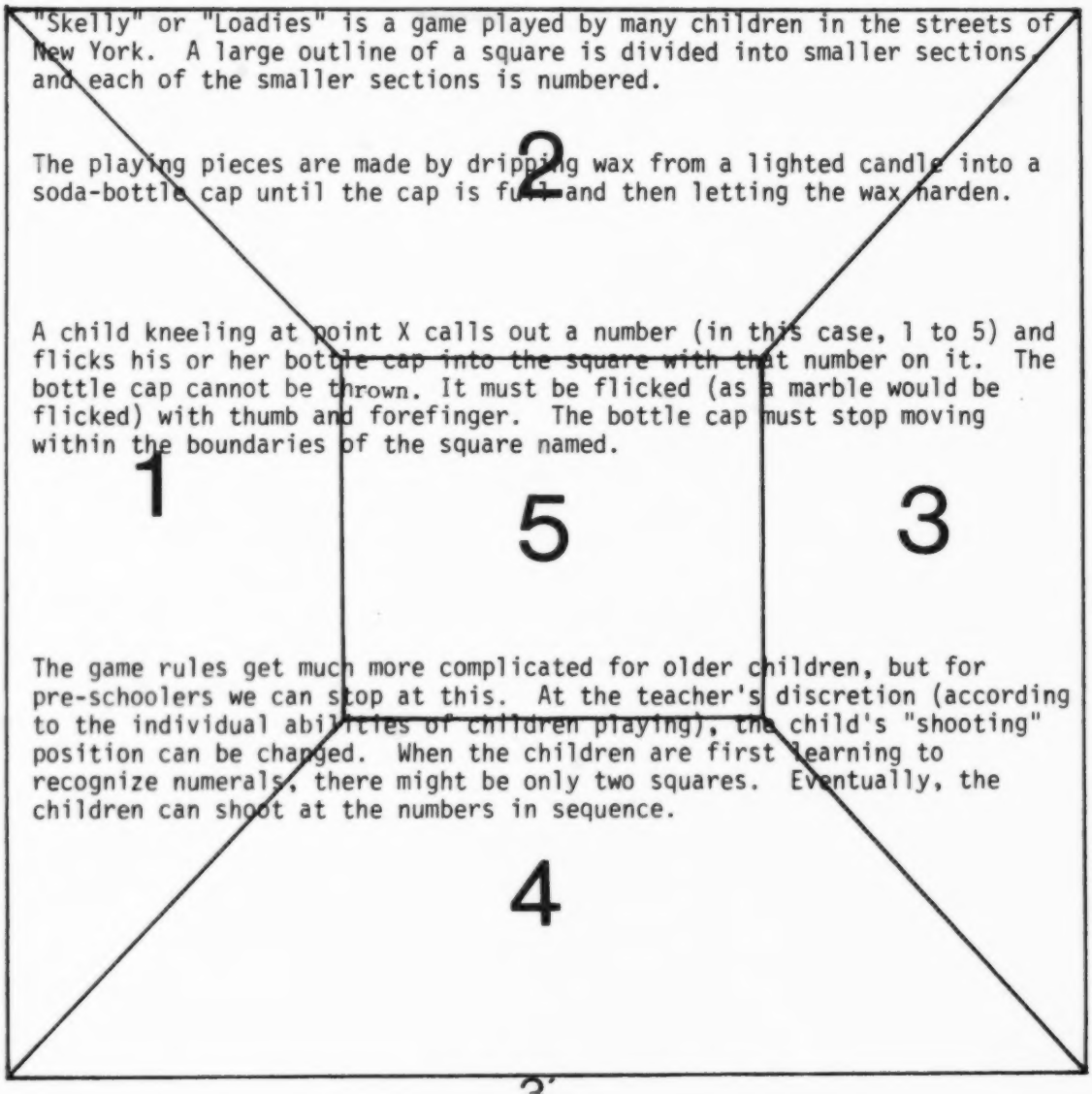
SOURCE: Dudeney, Henry Ernest, 536 Puzzles & Curious Problems, Charles Scribner's Sons, New York. 1967.

SKELLY...

"Skelly" or "Loadies" is a game played by many children in the streets of New York. A large outline of a square is divided into smaller sections, and each of the smaller sections is numbered.

The playing pieces are made by dripping wax from a lighted candle into a soda-bottle cap until the cap is full and then letting the wax harden.

A child kneeling at point X calls out a number (in this case, 1 to 5) and flicks his or her bottle cap into the square with that number on it. The bottle cap cannot be thrown. It must be flicked (as a marble would be flicked) with thumb and forefinger. The bottle cap must stop moving within the boundaries of the square named.



The game rules get much more complicated for older children, but for pre-schoolers we can stop at this. At the teacher's discretion (according to the individual abilities of children playing), the child's "shooting" position can be changed. When the children are first learning to recognize numerals, there might be only two squares. Eventually, the children can shoot at the numbers in sequence.

SOURCE: Williams, Leslie R. and De Gaetano, Yvonne, ALERTA: A Multicultural, Bilingual Approach to Teaching Young Children; Addison-Wesley Publishing Company, 1985.

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SUGGESTION/IDEAS

1. Become aware of the structure of counting in different languages. Encourage children to tell others how to count in their own language.
   e.g. sixty, seventy, eighty
   irregularities - ten, twenty, thirty
   (should be onety, twoty, threety, etc.)
   wyss, ekwyss, bauwyss (Gujerati)
   vierzig, funfzig, sechzig, siebzig (German)

2. Trace the history of certain games of strategy such as chess - Vietnamese style. Make a flow chart and teach it to the class. This activity improves strategies for playing and improves communication.

3. Note the way in which different cultures have developed variations on rules of games that are essentially "the same".
   e.g. Chinese dominoes
   Hawaii - dice games are played with four discs all blank on one side, the other sides being marked with 1, 2, 3, and 4.

4. In statistics, collect information about different languages or religions of students. For more advanced students, collect statistics of world population, trade, distribution of wealth, etc. for a specific country. This activity could be carried out in conjunction with the Social Studies Department.

4. Historical episodes can be used to illustrate the nature of mathematical inquiry. For example: the development of algebraic notation was similar to contemporary efforts to devise appropriate computer languages.

6. In trigonometry, instead of calculating the height of trees from their shadow and angle of elevation, problems could involve the height of the Taj Mahal or the angle at the base of the leaning Tower of Pisa.

7. Analyze alternate methods of arithmetic problem solving.
   e.g. division $3\overline{)15}$ or $3\overline{)15}$
   subtraction

61	61
73	73
49	49
24	24

8. Figure out the amount of leeway (size of angle) available to a kicker from various points on a field in order to have the ball arrive between the goal posts. Apply this to soccer, which is traditionally found to be an "ethnic" game.

SUGGESTIONS/IDEAS (Cont.)

9. Compare baseball and cricket through mathematical analysis. For example, find the cross-sectional area of the respective bats, the speed of the balls, the relative ease of hitting a "pitch" or a "throw", etc.

10. Study the language differences of mathematics. For example, some Native Indians have no concept or word for the single word "line".

11. Research the history of magic squares.

12. Find card games associated with specific cultures. That is, have someone teach a game that is played in his/her culture to the rest of the class.

13. Set a class period aside to play the various games suggested in the first part of this area. For example, tangrams, Pascal's triangle, etc. An idea could be to provide the students with different work stations. Once their conquered the solution, they could move to the next and so on.

14. Involve math, art and social studies to investigate the different sects of Islam. (i.e. note the difference in designs among Islams)

15. Study the history of numeration, emphasizing discovery.

16. Construct magic squares from given magic squares by use of linear functions. e.g. $f(x)= 2x + 3$ where x is a cell number of a given square.

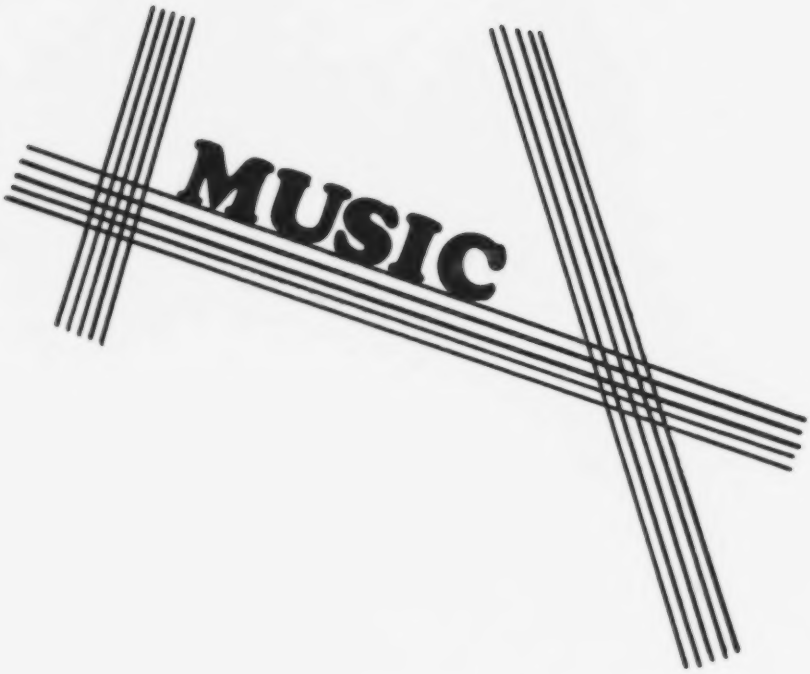
17. Allow students in early grade levels to become aware of different shapes by making them with their bodies. For example, open their mouths to make a circle, put their fingers together to make a square, etc. It is even possible to have several children make one shape while the others watch.

18. Measure different parts of the student's body and compare them to other students. Note the similarities/differences. Use graphs or charts to record the data found. Through this exercise, children will be able to utilize figures, learn about methods of recording data and, most importantly, learn something about fellow students.

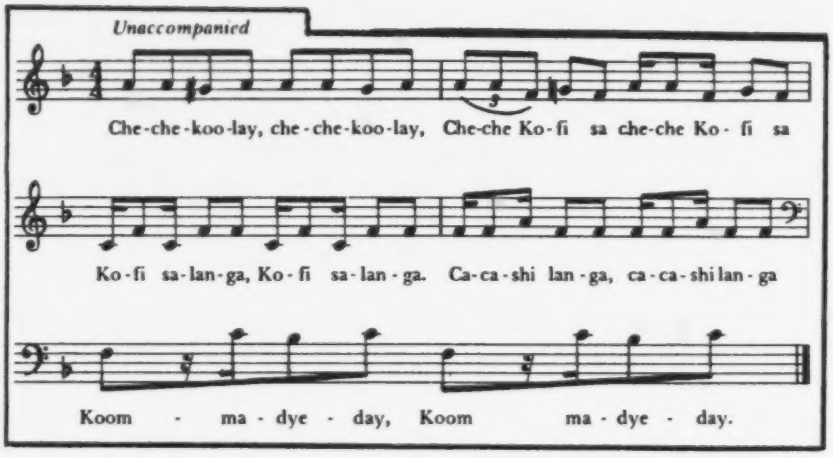
19. There are several children's rhymes which involve counting - utilize those in a cooperative way such that children are both participating in learning the number system and learning about public relations.

20. Statistics may be collected, collated or graphed within the multicultural-conscious classroom. How many boys are there? How many girls are there? How many children have blond/black/brown hair? How many have blue/green/brown eyes? How many brothers and sisters does each child have? etc....

(Note: The last four suggestions are geared toward the early elementary levels.)


MUSIC

KYE KYE KOLE


Unaccompanied
Che-che-koo-lay, che-che-koo-lay, Che-che Ko-fi sa che-che Ko-fi sa
Ko-fi sa-lan-ga, Ko-fi sa-lan-ga. Ca-ca-shi lan-ga, ca-ca-shi lan-ga
Koom - ma - dye - day, Koom ma - dye - day.

This Ghanaian singing game, with its nonsense words, is very likely to be played by African children during the Yam Festival. Yams are a vegetable similar to potatoes and are an important crop in West African countries.

To play the game, form a circle with one person - "It" - in the centre. "It" sings "Che-che koo-lay" with hands on head, and everyone follows, singing the phrase with hands on heads. Then "It" sings the next line with hands on shoulders; everyone follows the gesture and sings the third line. Then "It" sings the next phrase with hands on hips, and the others follow suit; and finally the last phrase, grasping the ankles, followed by the others. At the end "It" falls to the ground and everyone else does the same. Then "It" suddenly gets up and tries to catch someone before they can scramble to their feet and run away. The one caught becomes "It" for the next round and the game continues until everyone is exhausted.

SOURCE: Beggs-Cass, Barbara, A Musical Calendar of Festivals: Folk Songs of Feast-Days and Holidays from Around the World, Ward Lock Educational, London (England), 1983.

tin tin tini mini hanim

This Turkish folk song (Teen Teen Teeny Weeny Lady), with its rather nonsensical words, is a favorite with children. In Turkey, Children's Day and National Sovereignty Day celebrate the opening of a National Assembly in 1920 to declare the country's independence. On this day children act as the local government and many children's activities are organized.

Em
Tin tin tin-i min-i ha-nim, Tin tin tin-i min-i ha-nim,
Teen teen teen-y ween-y la-dy, Teen teen teen-y ween-y la-dy,
Am Em Am Em Am Em Am Em
Se-ni se— vi-yor ca-nim, Se-ni se— vi-yor ca-nim.
My— soul— loves you,— My— soul— loves— you.—

CHORUS
Tin tin tini mini hanim
Tin tin tini mini hanim.
Seni seviyor canim.
Seni seviyor canim.

Seftali agaclari,
Seftali agaclari.
Tutlu ciceklaslari.
Tutlu ciceklaslari.

CHORUS

Yakti yandirdi beni.
Yakti yandirdi beni.
Yarin hilal kaslari.
Yarin hilal kaslari.

CHORUS

CHORUS
Teen teen teeny weeny lady,
Teen teen teeny weeny lady,
My soul loves you,
My soul loves you.

Peach trees, lovely peach trees,
Peach trees, lovely peach trees,
Full of flower buds so dainty,
Full of flower buds so dainty.

CHORUS

Oh, how I've been burned,
Oh, how I've been burned,
By my love's crescent eyebrows,
By my love's crescent eyebrows.

CHORUS

SOURCE: Cass-Beggs, Barbara, A Musical Calendar of Festivals: Folk Songs of Feast-Days and Holidays from Around the World, Ward Lock Educational, London (England), 1983.

EVERYBODY LOVES SATURDAY NIGHT

Probably the best introduction to the music of other lands is EVERYBODY LOVES SATURDAY NIGHT.

Here, children first learn the song in English and then learn exactly how these same words would sound in another language. Since the song is not concerned with rhyme each verse is an exact transposition of the same words. The words are so simple (and so few, since most of the song is repetitive) that children learn them very quickly. It has exceptional rhythmical qualities and lends itself very well to accompaniment by drums of various sorts, hollow blocks, rhythm sticks, hand-clapping or finger-snapping especially on the beat where there is a rest in the music.

Tempo de Beguin
Slow swing
Bo - ga wat - ta fe - ro Sa - ro - day
Bo - ga wat - ta fe - ro Sa - ro - day
Bo - ga wat - ta, Bo - ga wat - ta, Bo - ga wat - ta, Bo - ga wat - ta,
Bo - ga wat - ta fe - ro Sa - ro - day

Africaans
Boga watta fero Saro day.
Boga watta fero Saro day.
Boga watta, boga watta, boga watta, boga watta,
Boga watta fero Saro day.

German
Jedermann liebt Samstag Nacht, etc.

Spanish
Todo el mundo ama Sabado noche, etc.

Yiddish
Alle alle lieben Shabbes bei Nacht, etc.

French
Tout le monde aime Samedi soir, etc.

Hebrew
Kol olam ahav erev shabat, etc.

Swedish
Alla tycka-om Lördagen natt, etc.

Hungarian
Mindenki szereti Szombat estet, etc.

English
Everybody loves Saturday night, etc.
Everybody loves Saturday night,
Everybody, Everybody, Everybody, Everybody
Everybody loves Saturday night.

SOURCE: Chroman, Eleanor, Songs that Children Sing, Oak Publications, New York. 1970.

DO LI LI
come with me

One advantage of teaching children Hebrew songs is that their tone patterns are somewhat different from those of the purely Western music. Yet the difference is not so great as to be displeasing to the unsophisticated ear of the child.

With a minimum of difficult words and a maximum of rhythmic and molodic content, this song provides the child with a glimpse into another culture.

Although this is really a love song, the simplicity and sincerity of its text make it suitable for children as well as adults. Again it was necessary to be a bit unorthodox in the translation to make this song make sense in English.

Come with me, my pretty one,
Where the lilies grow there we will go.

Come with me, my pretty one,
Where the lilies grow there we will go.

You have won my heart, oh my lovely bride,
How I need you by my side.

Come with me, my pretty one,
Where the lilies grow there we will go.

Do di li, va anee lo,
Ha roe bashoshanim.

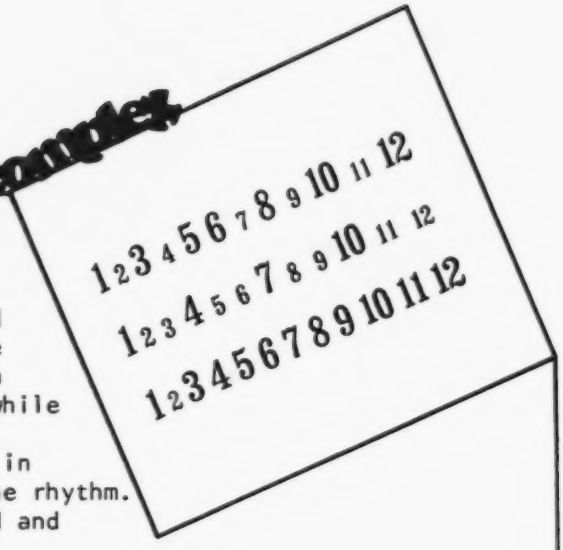
Do di li, va anee lo,
Ha roe bashoshanim.

Libavtini achoti kalo
Libavtini ti kalo.

Do di li, va anee lo,
Ha roe bashoshanim.

SOURCE: Chroman, Eleanor, Songs that Children Sing, Oak Publications, New York, 1970.

african rhythm complex



Establish a steady beat and have children chant the first line of numbers, clapping on each enlarged number. Have them repeat the line several times without pause. Then have them just think the numbers while clapping on each enlarged number. Performing the line over and over in this manner will help them feel the rhythm. Repeat the activity for the second and third lines.

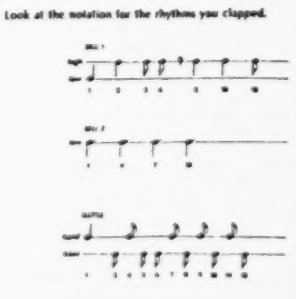
When children are ready, divide the class into groups to perform two lines, then three lines simultaneously. Note: When two or three lines are combined, children are experiencing polyrhythm (several different rhythms performed at the same time).

Call attention to the notation for the rhythms children clapped. In Africa, the first two rhythms might be played on a GANKOGUI, a metal bell that is struck with a stick. The gankogui has a large section that produces a low pitch and a small section that produces a high pitch. The third rhythm might be played on an AXATSE, a gourd rattle covered with beads.

If African instruments are not available, children can use large and small tin cans for the bell rhythms and a maraca for the rattle rhythm. For the rattle rhythm, the instrument is hit against the hand or the knee as indicated in the notation.

Have children follow the notation to play the rhythms, playing one part at a time at a moderate tempo before trying to combine parts. Silently counting from one to twelve will help them play accurately.

Have children follow the notation as they listen to the recording. They will be seeing and hearing polyrhythm.



MATERIALS: Record 6, African Rhythm Complex (Manitoba Textbook Bureau), African bells or tin cans, rattle or maraca.

SOURCE: Crook, Elizabeth, et. al., Silver Burdett Music: Teacher's Edition (3), Silver Burdett Company, New Jersy, 1981.

Limbo

Many people of African descent live on the islands of the Caribbean Sea. Their musical culture has continued to be strongly rooted in rhythm. This interest very often leads to experimentation with materials at hand. For example, during World War II, the islanders made drums of the steel barrels that were used for storing oil.

The barrels were cut so that the top and a portion of the cylindrical part of the barrel could be used as drums. The drums were heated so that the tops could be hammered into sections, making them resemble a turtle's shell. Each section produces a certain pitch, making it possible for a steel drum to play melodies, countermelodies, and other harmony parts. The sound of the steel band is not "steely" and harsh, as might be expected, but mellow. It has even been compared to the sound of a greatly amplified mandolin. Steel bands have become highly competitive and contests are often held on festive occasions.

Play the recording of "Limbo" and ask students to follow the notation as they listen. Have them pay particular attention to the chorus parts - are the chorus parts a repetition of the solo parts, or are they a contrast to the solo parts? (contrast)

Before asking students to join in singing the chorus parts, help them analyze how the tones move (by steps, leaps, and repeats) in each part.

When students are familiar with the song, encourage individuals to sing the solo parts.

Let students take turns playing a maracas part as they listen to this recording.

Let interested students try to do the limbo. Each dancer struts under a pole that is held by two people. After everyone has had a turn, the pole is lowered. Every time the pole is lowered, each dancer must bend further backward to avoid touching the pole. The trick is to strut under the pole without falling.

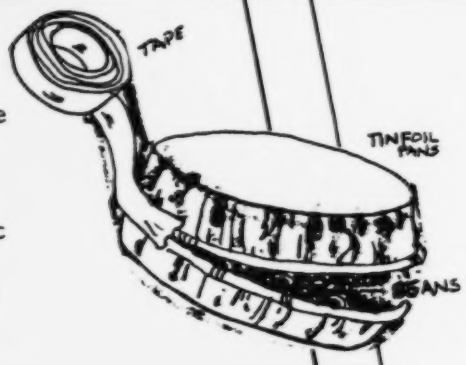
The people in Trinidad do the limbo to music played by a steel band. Listen to a recording of a steel band.

Records "Limbo" and "Sound of the Sun" may be obtained from:

Silver Burdett Company
c/o GLC Publishers Limited
115 Nugget Avenue
AGINCOURT, Ontario
M1S 3B1

SOURCE: Crook, Elizabeth, et. al., Silver Burdett Music: Teacher's Edition, Book 6, Silver Burdett Company, New Jersey, 1981.

modern sounds



Today's Brazilian sounds are percussive but quiet. The bossa nova (new bass), a jazzlike sound with a Latin beat, was popularized by "The Girl from Ipanema." Besides the bossa nova, there's the well known samba, a joyous dance of African origin with a fast, rhythmic beat, dominated by the sounds of guitar, tambourin, drums, cuica (clappers) and agogo (bell and striker).

Other Brazilian percussion instruments include the ganze, a gourd-type shaker, guido, a scratcher producing a rasping effect, maracas and berimbao, which is played by tinkling a cruzeiro (coin) against its one string. Find a samba record and join the percussion section with your homemade instruments.

Dance to the music, moving your feet and bending your knees with each beat.

The following records may be found at the Winnipeg Centennial Library.

1.	Arthur Murray Favorites: Sambas	L 10523
2.	Paulino DaCosta, Agora.	781.718 (Dewey Decimal System)
3.	Jazz Samba by Stan Getz	784.635 (Microfiche)

SOURCE:

From Children Are Children: An Activity Approach To Exploring Brazil, France, Iran, Japan, Nigeria and the U.S.S.R. by Ann Cole, Carolyn Haas, Elizabeth Heller and Betty Weinberger.
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OPEN-ENDED IDEAS

1. Develop a class collection of tapes and records of music from different countries. Each student takes a turn at playing disc jockey, selecting an item, presenting it so that it has meaning for the listeners. Encourage children to evaluate their own performance and try to improve their next presentation.

2. Organize a special program of folk songs from different countries. Get children to respond to rhythm by body movement and body music, such as hand clapping or foot tapping.

3. Borrow a set of drums and allow children to experiment with sounds which communicate meaning. Introduce the idea of "talking drums" of native Indian and African cultures. Examine conditions under which drums can be used as an effective means of communication. Listen to records of drummers from different cultures and try to identify the ways in which sound is used.

4. Invite resource people from the community to play musical instruments from their countries, interpreting an instrument and music at the level of the students and allowing participation where possible.

5. Develop a listening game. Play records from different cultures. Children try to guess from which country the music originates.

6. Develop an audio-visual project on the part that music plays in different cultures. Include traditional ceremonies and celebrations as well as the more modern.

7. Encourage the children to bring modern music reflecting their cultural origins for listening session. Have children interpret moods through creative writing or drawing. Provide the children with a box of crayons and a large sheet of paper. They choose a colour they fell the music suggests and move it on the paper following the rhythm.

8. Produce a soundscape of the Canadian mosaic, combining sounds and music from your school community, from radio and television stations, from the classroom tape collection, etc.

9. Organize a music tape exchange with a classroom in another ethnic community. Tapes should have file cards with notes to explain them to other listeners. Arrange a visit to exchange views about these items.

10. Play a recording of music that suggests galloping. Ask the children what they imagine would be happening on the screen if they heard this at the movies or on television. Play a recording of music suggesting something mysterious. What is happening on the screen now? Then play a third record and ask the children to write what they imagine is happening.

OPEN-ENDED IDEAS (Cont.)...

11. Learn several songs of the North American Indian. Compare them with the songs of Africa, Australia, and South America.

12. Tack up a large map of the world on the classroom bulletin board. Place the names of songs under the map and connect them to their place of origin by means of string or ribbon.

13. Have a panel discussion on: Western Music Lovers Have Difficulty in Becoming Familiar with Oriental Music. Include in the discussion the importance of recent improvements in recording techniques, the fact that the music was not written down, the importance of musicologists who are trying to organize the music of the Orient, and our differences in musical taste and attitude.

14. Investigate the origin of the trumpet, the organ,and the carillon. The tibia was the Roman name for aulos. Provide pictures of these instruments for your notebook and label the parts of the instruments.

15. Arrange a program of folk songs and folk dances. Have simple instrumental accompaniments, dances, rhythmic actions, and dramatizations. Explain to the audience the historical background of each of the songs.

16. How do folk songs help to understand the nationality of a people? Think of some phrases that describe certain countries (e.g. Sunny Italy, Merri England, Magic Ireland, La Belle France)? What is revealed of the historic Jacobite rebellion in Scottish folk songs? Can you discover any characteristics rhythms in Scottish folk songs?

17. On a map of Europe and the British Isles, find the cities that were important to Handel, including Hanover, Venice, Florence, Rome, Naples, London, and Dublin. With a dotted line, mark the journeys Handel make during his lifetime. What did Handel take from and give to each of these cities in the way of music?

18. Prepare a talk on Classical music. Include: characteristics of the music, its beginnings, why it appealed to its audience, its most famous composers and illustrate with examples of music. (Make sure you include the cultural influences of the time on these particular composers.)

19. For a review of opera explain: Its origin, the countries that were interested in producing it; its leading composers; the emphasis in Italian and French operas; and the difference between grand and comic opera.

20. In listening to Tchaikovsky's music, discover his use of instruments. For instance, in the "Chinese Dance" from the Nutcracker Suite, the flutes are heard above the bassoons, clarinets and strings. In each piece find what instruments present the melody or give a particualr effect or color. Read a biolgraphy of Tchaikovsky.

OPEN-ENDED IDEAS (Cont.)...

SOURCES:

Items 1 - 10: Multiculturalism in Action, Minister of Education - Hon. Thomas L. Wells, Toronto, Ontario. 1977.

Items 11 - 20: McGehee, Thomasine C., People and Music, Allyn and Bacon Inc., New Jersey, 1973.

science

ideas...

1. Introduce racial differences in terms of structures of body types by stressing that all people belong to the same species: Homosapiens. Discuss similarities and differences. Have students pick out people from magazines, illustrating these differences/similarities. Describe differences (physical vs acquired). Make a list of all similarities/differences and assemble a collage entitled "Peoples of the World".

2. Allow children to become aware of the similarities among students in reference to body types and sizes.
   e.g. shapes of heads and faces
   eyes
   ears, etc.

3. How does clothing we wear differ in warm and cold weather? Relate to different temperatures around the world.

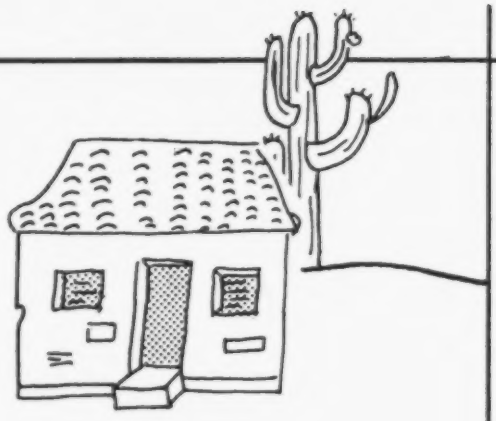
4. How many different ways can we communicate with one another?

5. What clothes do people wear in other lands?

6. How do we cook our food? How about others?

7. What do you eat? Why do some people eat some foods and not others?
   e.g. if you live in Europe you are unlikely to eat pawpaw because you can't grow it
   How does the land and climate affect the foods we eat?
   e.g. rice - needs water and warmth

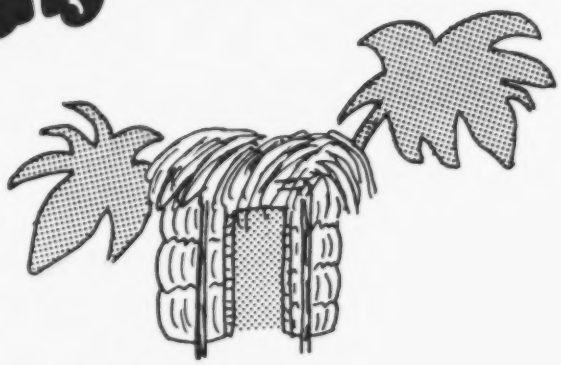
SOCIAL STUDIES



Collect and display pictures of the landscape of various parts of the world. Collect pictures of houses that would be suited to each area. Have the children match the houses with the appropriate environment. Have the children name different kinds of materials used to build the houses. Help the children see why the houses when matched are appropriate for their environment.

Caution: Be sure houses illustrate both traditional and modern, urban and rural styles to avoid stereotyping and/or misconceptions.

people of many places



Source:

Cummins, Marlene, et. al., Individual Differences: An Experience in Human Relations for Children. Madison Public Schools, Wisconsin, 1981.

differences are... interesting

Each child makes a list or series of pictures entitled "Words or pictures that describe me". Beside this list have each child do the same thing to describe his/her best friend. Match the common characteristics.

Discuss the ways in which we are like our friends and the ways we differ from them. How can we account for the differences? Is it a good thing that we are not all alike? If so, why?

Imagine parks and gardens in which all the flowers are the same. Draw or paint a picture of a flower bed in which all the flowers are the same. Now design a flower bed with differing flowers. Will they all bloom at the same time? Will they all be the same height?

Plant a class tray garden with some climbing plants, some creepers, some upright plants. Place various size stones to make a harmonious whole. Discuss the role of each plant in setting off the qualities of the others.

Source: Multiculturalism in Action, Minister of Education - Hon. Thomas L. Wells, Ontario. 1977.

COLOUR ME!

The traditional clothing for special occasions is the KIMONO. It is a one-piece, loose-fitting robe with wide sleeves. A sash, or OBI, is used as a belt. Boys may wear short kimono shirts called HAKAMA. On their feet are GETA, or wooden clogs. They may also wear sandals called ZOR. Colour these pictures or design your own kimonos below.

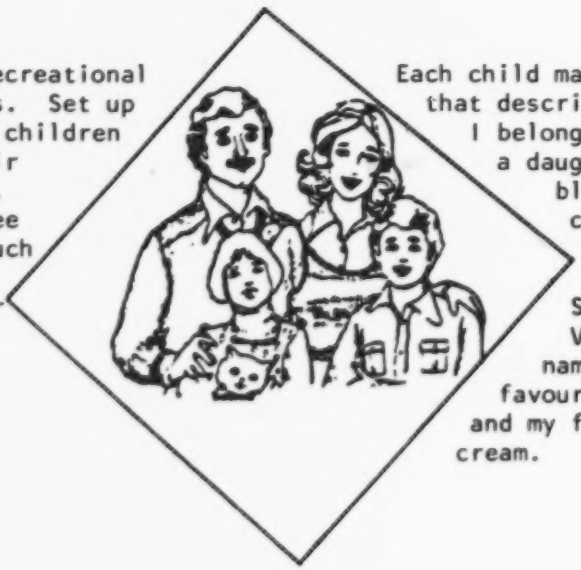
JAPAN

Source: Everix, Nancy, More Windows to the World: A Good Apple Activity Book for Grades 2 - 8, Good Apple, Inc., 1985.

belonging to groups

Discuss the number of characteristics that make it possible for each person to belong to many groups, for example, age, height, hair colour, eye colour, date of birth, number of years in school, number of children in the family, street lived on, first letter of last name, favourite colour. The children group and regroup themselves as each set of characteristics is named. Make graphs to show the number of children in each group. Discuss the changing size and membership of groups as the characteristics of the group change.

Group children by recreational interests or hobbies. Set up hobby corners where children may demonstrate their differing interests. Guide children to see that we can learn much from people whose interests may differ from our own.



Each child makes a long sentence that describes "me" by "the groups I belong to", such as, "I am a daughter, sister, aunt, tall, blue-eyed, brown-haired, curly-haired, long-haired, stamp collector, hockey player, living on Yonge Street, attending Happy Valley School. My last name begins with S, my favourite colour is blue, and my favourite food is ice cream.

Have them write the sentences on cards. Shuffle the cards and redistribute. Have the children guess whose card they have and return it. Have the children take turns reading the cards aloud. Have the class guess to whom the card belongs.

Source: Multiculturalism in Action, Minister of Education - Hon. Thomas L. Wells, Ontario. 1977.

Set up a schedule so that all children will have an opportunity to invite one of his parents and/or friends to come to school and tell the class a little about the child's family life. Help the children draw up questions that they wish each parent to answer. For example, they may want to know about the family's favorite foods, what they like to do for fun, how they share responsibilities or perhaps the different places in which the family has lived. The class may desire that each parent bring in family pictures or other items that will illustrate the family's uniqueness. Make copies of the questions so that each child may take one home when it is time for his/her family talk. A cover letter might be attached to give the parents more information on why they are being asked to be present.

The teacher may want to begin the activity by telling about her/his own family. Some students may reside with a large group of children with house parents that look after the children's personal needs. Someone from their home may wish to come and speak or help the child prepare a presentation for the class.

After the parent talk, the child could be responsible for either drawing a picture or writing a story about his/her family.

It is important to note that if it is impossible for a parent to be present, then the parent could help the child prepare a presentation for the class. Review the word unique by asking why the family presentations were not the same. Hopefully, the children will begin to use the term unique in their conversations.

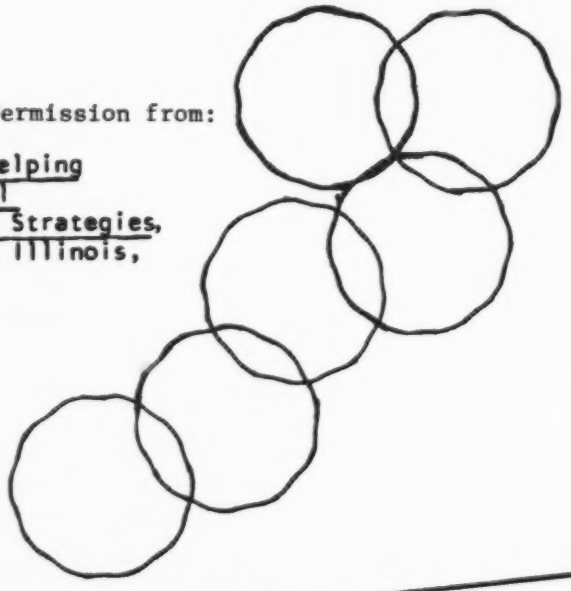
SOURCE:

Cummins, Marlene, et.al., Individual Differences: An Experience in Human Relations for Children, Madison Public Schools, Wisconsin, 1981.

smorgasbord

Set aside portions of every week to deal with human relationships, ethnic studies, and self-concept development . . . show films . . . study songs from other countries and how they developed . . . teach folk dances . . . play records of different kinds of music . . . make tapes of different kinds of music . . . discuss how children fell about the different types of music . . . rank each type of music according to how each student liked it (boys want lyrics, girls just instrumentals, all like pop?) . . . read a book about boys in the ghetto to the class . . . explore how we differ in what we would take with us to the moon, what we would leave . . . tell what we each do best on earth - all are ways of helping students learn about culture, diversity, human relationships, themselves.

You can take a smorgasbord approach and find it most successful in development a multi-cultural climate in your classroom.



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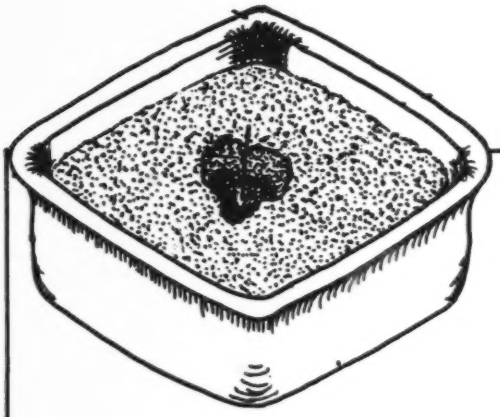
Pasternak, Michael G. Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies, Research Press, Company, Illinois, 1979.



DIVALI
sand candle

In India, the celebration of Divali marks the beginning of the Hindu New Year. It is said that the Hindus found it difficult to decide which of the four seasons marked the beginning of the New Year and so they solved the dilemma by celebrating the beginning of each season. Divali usually lasts 3 - 5 days. It is a time of celebration, feasting and gifts. Before Divali, everyone in the family is busy. The house must be cleaned, new clothes purchased or made and special food must be prepared. Children spend lots of time before the holiday making tiny clay bowls and filling them with oil and inserting wicks so that they will light. Hundreds of these little lights are set out along the rooftops, window ledges and along the roads. On the first night of this holiday, the little lamps are lighted and the whole town looks like a fairyland. The lamps are lit to guide Lakshmi, the goddess of wealth and fortune, back to earth. The Hindus believe that on Divali night, Lakshmi visits the earth on the wings of a heavenly bird. Every home she visits will be blessed by wealth and good fortune, and so, the lamps are lit to be sure Lakshmi finds her way.

In this activity, children will create replicas of the tiny oil lamps, called duyas. Instead of a clay bowl and oil, the duyas made in this activity will be in the form of sand candles. . .

Fill bottom section of double boiler with water and place upper section over lower one and set on hot plate on medium. Put old candles or pieces of candle wax in the top section of the double boiler to melt. Add small pieces of peeled crayon for colour if desired. Dampen sand evenly. Make a small depression in the sand, using the bottom of a glass or make a free form depression with your hands. Insert a length of of wicking into the sand as illustrated. Carefully pour the melted wax into the depression in the sand and let it cool. When completely cool and hard, dig the candle shape out of the sand and brush off excess sand. Some of the sand will still cling to the wax.

OPEN-ENDED

1. Using a wall map of Canada and/or Manitoba point out names of towns that are based on names of foreign countries or of foreign persons. Conduct research concerning one or two towns to determine how they received their names. Atlases, geographical dictionaries and the public library are good sources of information.

2. Prepare a list of foreign language place names, indicating either their meanings or derivations. What was the person whose name was used? What was he/she known for?

3. Draw a map of Canada and/or Manitoba and colour sections to show the colonization patterns of immigrants.

4. Trace the routes of pioneers who first explored this country and discuss the reasons why each came to this continent.

5. Prepare a calendar of traditional celebrations and holidays of various countries. Underneath each of the identified celebrations and/or holidays have the students provide a brief description of the holiday.

6. Compare international holidays. That is, for example, how is Christmas celebrated in different countries? New Year's?

7. Gather information about various traditional clothing. Have someone bring an authentic one if this is at all possible.

8. Try preparing recipes from various countries. Identify the ingredients, perhaps highlighting the climate and geography from which they came.

9. How does the geography of a country influence the diets of its citizens? What other factors influece their diets?

10. Use clippings from newspapers and fashion magazines to introduce a research project on authentic ethnic styles. Children can use pictures and books from home or the library to make their own sketches for a mural of ethnic styles. Dress paper dolls in ethnic dress, or make and paint clay dolls in national dress. Develop a vocabulary associated with different ethnic outfits: sari, kilt, bonnet, etc.

11. Invite people from different ethnic groups to demonstrate hairstyle commonly associated with their national groups. For example, East Indian, Japanese, African, West Indian, etc. Organize interviews with persons from different backgrounds (Sikh, Rastafarian, Native Indian, etc.) to explain their beliefs as they relate to personal appearance. Tape the interviews and compare views expressed. (BE SURE PARENTS ARE INVOLVED AND KNOW THE PURPOSE OF THIS ACTIVITY)

OPEN ENDED IDEAS . . . Cont.

12. Develop a listening game. Play records from different cultures. Children try to guess from which country/culture the music originates.

13. Students in groups of two or three design a menu or draw a poster with pictures of Canada illustrating the multicultural diversity of the nation. Have each group explain their choices, why they picked it, what it is, and how the whole menu or poster is symbolic of Canada.

14. Students in groups conduct a multicultural census of their school (or their community if not too large) by polling students in the halls at breaks, in the morning before classes begin, or by going from class to class during a specific period (with the principal's permission). Simply ask the students if they know their cultural origins, and if so, to state the culture or countries. With this information, the class should draw a pie graph of the multicultural makeup of their school/community. (This activity should be used with discretion. Many Native students, for example, are reluctant to acknowledge their background and therefore would not respond.)

15. Students write a paper on the following or similar topic:
If we just had Native, British, and French cultures in Canada, what we not have as a nation?
Consider the following examples: Folklorama, our unique identity as a cultural mosaic, many foods, dress, music, languages, knowledge of other countries and cultures, understanding of one another.

16. Students are divided into groups of two or three students and are asked to think about, discuss and prepare a statement on the following topic:
What kind of society would you like to see in Canada by the year 2000?

Consider population size, our multicultural identity, equality and human rights, Canadian/American relations, immigration policies, mosaic or melting pot, education.

17. Show the film on current immigration policies and problems:
Immigration Law: A Delicate Balance - (NFB #0178 511) - a look at the structure of the immigration system in Canada.
Discuss how immigrants are dealt with in Canada, how our immigration laws can be violated, and how they are enforced.

18. Discuss such topics as:
    - different role expectations of sexes among different groups
    - rights of passage into adulthood: how are they changing?
    - attitudes towards the aged
    - attitudes twoards death
    - attitudes twoards dating and marriage, etc.

19. Everyone takes turns role playing the experience of arriving in a new place without knowing the language or customs and trying to communicate with local people. They use gestures and facial expressions for questions and answers, or use home languages to try to exchange messages.

20. Develop a class collection of tapes and records of music from different countries. Each student takes a turn at playing disc jockey, selecting an item, presenting it so that it has meaning for the listeners. Encourage children to evaluate their own performance and try to improve their next presentation.

SOURCES:

Items 1 - 9 ...
Incorporating Multicultural Education into The Curriculum, Grades Four Through Eight, Los Angeles Unified School District, 1981.

Items 10 - 16 ...
Einarson, John. Grade IX Social Studies Text, Unpublished Draft, Manitoba Education, August, 1986.

Items 18 - 20 ...
Multiculturalism in Action, Minister of Education, Hon. Thomas L. Wells, Ontario. 1977.